

Santa Rosa Junior College

Program Resource Planning Process

Counseling 2022

1.1a Mission

The mission of the Counseling Department at Santa Rosa Junior College is to provide counseling, instruction, and services which assist individuals in attaining their educational, occupational, and personal/life goals.

The Counseling Department promotes and supports diversity of culture and learning, and as an integral part of the educational community, seeks to enhance the lives of those who participate in our programs and enroll in our courses.

1.1b Mission Alignment

The department/program mission is consistent with the District Mission & Strategic Plan Goals.

The District Mission is listed below with explanation of how the Counseling Department's mission is in alignment:

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

- We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.
 1. Counselors create accurate education plans that lay out pathways to transfer for students planning to transfer to universities.
 2. Counselors guide students to appropriate career education programs and coursework and programs that will build needed foundational skills.
 3. The Counseling Department offers a Human Services program. This career education program provides associate degree and certificate program options that prepare students for direct career/job placement.
- We provide a comprehensive range of student development programs and services that support student success and enrich student lives.

1. Counselors are trained in student development theory and incorporate those concepts in the counseling services provided. The department offers coursework, workshops, and individual counseling that support student success.
- We support the economic vitality, social equity and environmental stewardship of our region.
 1. The Human Services programs train our local workforce and directly impact social equity as part of the larger umbrella of social services.
- We promote personal and professional growth and cultivate joy at work and in lifelong learning.
 1. The department's coursework provides personal and professional growth for students. The department continually provides professional development opportunities for counselors through in-house trainings.
- We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
 1. Department members are encouraged to be involved in district activities on campus and within the surrounding communities.

Below is an outline of how the Counseling's mission and all it's activities are consistent with the Strategic Plan:

<ul style="list-style-type: none"> • Strategic Plan: Goals and Objectives 	Counseling Alignment with Strategic Plan
<p><i>A. Support Development of Whole Student: Support development of the whole student from early college awareness through successful completion of educational and career goals</i></p>	
<p>Expand and sustain access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies</p>	<p>Counseling has engaged in the following:</p> <ul style="list-style-type: none"> • Expanded counseling service modalities (Zoom, Chat, Email, Phone) throughout the pandemic to allow for continued student support during our remote situation. These modalities will continue to be offered as we all transition back to in-person services. • We identify students on probation and provide ongoing workshops to the different groups identified as being on probation and dismissal. We have developed an online probations/dismissal workshop for students that are not able to come in person. More students are utilizing this option rather than the in person workshops. • As much as possible and as allowable by the schedule, we encourage students to enroll in

	<p>a counseling class. Students taking a counseling class consistently persist at a higher rate than that of district average.</p>
<p>Increase retention and academic progress through student engagement with academic and student services, faculty and staff, and campus and community activities</p>	<p>Counseling faculty routinely connect students to campus and community activities to increase student success, working closely with our colleagues in the DRD, Assessment, Career/Transfer Center, Tutorial and College Skills/Math/English labs.</p> <p>Counseling faculty lead many campus activities and workshops each year to increase retention of students. These include PDA presentations as well as workshops designed for undecided, CE and transfer students.</p> <p>To encourage retention and student responsibility, we assist the Transfer Center with offering Transfer 101 workshops throughout the year to educate and help students take ownership of their transfer process.</p>
<p>Increase the number of students who complete their educational plans and goals</p>	<p>The Counseling Department promotes regular updating of educational planning as students often changes their academic road map in addition to changing majors. We actively create long term educational plans so the students can see the completion of their goal, while also ensuring the student that should they change their mind, they are welcome to return to counseling for discussion and revision as needed.</p>
<p>Enhance cultural responsiveness to better serve all student populations with a focus on first generation college students and the increasing Latino/a population</p>	<p>We have multiple fulltime counselors that are Spanish speaking and available to assist Spanish speaking ELL learners. The Dept. also provides a counselor to serve the needs of the students at the SouthWest Center. All counselors are trained in cultural competence as part of their Master's Degrees. The department participated in the HSI (Connections) grant and regularly provided a counselor to work with our Connections students.</p> <p>The department has two Puente Learning Communities, one in SR and another in Petaluma. Over the last year, the department has two counselors dedicated to the Lanzamiento program.</p>

	<p>Most recently, one counselor has been assigned to the Avanzando STEM Learning Community.</p> <p>We also offer Umoja and APASS learning communities.</p>
--	--

B. Foster Learning and Academic Excellence Foster learning and academic excellence by providing effective programs and services

Support and promote teaching excellence across all disciplines	Counseling teaching faculty participate in Learning Communities (Puente, APASS, UMOJA, Avanzando STEM), which have higher retention and success rates than their stand alone counterparts. We have two counselors dedicated to the Lanzamiento program.
Engage students and spark intellectual curiosity in learner-centered environments	As instructors and in provision of allied services, Counseling faculty encourage students to be active learners and we encourage students to participate in Campus Life.
Integrate academic and student support services across the college and curriculum	Counselors provide in class presentations about Student Services by invitation. We work closely with other instructional faculty on committees.
Identify and implement responsive instructional practices that increase the learning and success of our diverse students	The Counseling Department has developed student learning outcomes for its programs (Counseling and Human Services certificates and majors) and all fulltime faculty are actively completing learning assessments. We are up to date with SLO's for all counseling classes.

C. Serve our Diverse Communities Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership

Identify the educational needs of our changing demographics and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population	The Counseling Department offers two Puente Programs as well as a Summer Readiness cohort to support student success at SRJC. Beginning in Fall 2021, the department assigned two counselors to be assigned to the Lanzamiento program. In Spring 2022, a counselor was assigned to the Avanzando STEM LC.
---	--

<p>Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts</p>	<p>Counselors serve on committees such as HSI, Women's History, Arts and Lectures, Multi-Cultural Events.</p>
<p>Meet the lifelong educational and career needs of our communities (e.g. seniors, emerging populations, veterans, re-entry students)</p>	<p>Counselors address lifelong educational needs through 1:1 educational planning and counseling with students, instructional programming—including the career development courses. We have a full-time Veteran's counselor that works with that specific cohort.</p> <p>In Spring 2022, we are in the middle of hiring process to recruit a counselor focused on our re-entry students.</p>
<p>Provide relevant career and technical education that meets the needs of the region and sustains economic vitality</p>	<p>Counselors provide career assessment, planning and educational counseling for students interested in career and technical education pathways. The Dept. offers multiple sections of Coun. 6, a career development class that is always full. The Dept. works closely with CE programs to provide counseling and sit on advisory committees. We also provide counseling services weekly in the Career Hub.</p>

D. Improve Facilities and Technology Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

<p>Incorporate best practices and innovations for facilities and technologies in order to enhance learning and working environments</p>	<p>Counseling is in alignment with the college's standard for use of facilities and technology to facilitate delivery of services and increase workplace effectiveness.</p> <p>Counseling uses technology to propel data-driven decisions. Multiple data sources are utilized such as SARS, SIS.</p> <p>The department continuous changes and updates its in person and online orientations options.</p>
<p>Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community</p>	<p>N/A</p>

<p>Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness</p>	<p>Counseling faculty collaborate in facilities planning in their representation on District committees. Members of the Counseling Department are actively engaged with IP. Counselors are active in local, community and professional organizations. As an example, counseling has given up a primary classroom to allow for the relocation of the Transfer Center. This has led to a much better connection with the Transfer Center at the SR location given they will simply be located across the lobby from the Counseling Department. Additionally, the department has worked collaboratively with the Testing Task Force to accommodate the needs of a soon new Testing Center.</p>
---	---

<p>Provide effective facilities and technology technical training for all employees to ensure operational effectiveness</p>	<p>Counseling administration, faculty and staff take advantage of technology training opportunities by the college. Many counselors have participated in CANVAS training. In-house training in Canvas has also been provided during the pandemic.</p>
---	---

E. Establish a Strong Culture of Sustainability *Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*

<p>Expand, support, and monitor district-wide sustainability practices and initiatives</p>	<p>Counseling efforts toward sustainability are commensurate with college-wide efforts. Most of the business of Counseling has transitioned to the electronic environment, including electronic ed plans.</p>
--	---

<p>Infuse sustainability across the curriculum and promote awareness throughout District operations</p>	<p>Counseling faculty have increased their use of technology to disseminate course information to students through CANVAS and the student portal.</p> <p>The Department encourages the use of recycled paper in printers, recycles regularly and has minimized the printing of materials by providing information online. Rather than printing a student guide, all materials are available online for students.</p>
---	--

<p>Promote social and economic equity in the communities we serve</p>	<p>Counseling regularly contributes to the campus dialogue to increase awareness of diversity. Counseling faculty are actively engaged in the student equity plan.</p>
---	--

Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region	N/A
--	-----

F. Cultivate a Healthy Organization *Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality*

Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives	Counseling administration, faculty and staff demonstrate respectful and collegial relationships with students and colleagues.
---	---

Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees	The Department intentionally sets up the process for selecting hiring committee members to be inclusive of diversity. We updated the policy for Hiring Procedures for full-time regular faculty in the department manual through the recommendation of our internal Equity Committee. Counseling faculty contribute to faculty and staff training in the Academic Senate, New Faculty Program, the Crisis Intervention Resource Team, and through 1:1 consultation with faculty, staff, and administration.
--	---

Establish robust programs to improve the health and wellness of students and employees	Counseling faculty routinely discuss health and wellness-maintaining behaviors with their students. Counselors refer students to Health Services and Student Psychological services as necessary.
--	---

Increase safety planning, awareness and overall emergency preparedness	Counseling is fully engaged in the planning process for emergency and disaster preparedness. . In addition, Counseling has identified Safety Area Leaders for Bertolini Hall. The SR Counseling location had an active shooter training in May, 2018. Additionally, the department has developed code language and procedures on dealing with disruptive students.
--	--

G. Develop Financial Resources *Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability*

Increase the amount of discretionary, unrestricted general fund local revenue	Counseling prudently manages it's District budget and takes advantage of appropriate CE grants to provide services to students.
---	---

Increase and maintain the District reserves above the state requirements	N/A
--	-----

Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students	N/A
Manage enrollment and course offerings to maximize apportionment funding	The Department chair, in collaboration with the curriculum committee, the faculty and administration, actively monitors course enrollments and creates schedules based on past data of student demand.

H. Improve Institutional Effectiveness *Continuously improve institutional effectiveness in support of our students, staff, and communities*

Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation	Counseling actively participates in college wide continuous improvement efforts. Counseling faculty and administration consistently serve on the Strategic Planning Task Force, the Student Services Accreditation work group, the Institutional Planning Council, the Academic Senate, Project Learn, Student Services Council, Curriculum Tech Review, District Facilities Planning, DTREC, and numerous other committees. We have identified and implemented a continuous cycle of assessment for program and course Student Learning Outcomes. The department chair regularly interacts with the Petaluma Executive Dean of Student Services to address counseling needs in Petaluma.
---	---

Enhance internal and external communication systems to ensure effectiveness	<p>The Counseling Department actively engages in discussion and brainstorming sessions and implements changes to our service delivery to better serve students. This is ongoing.</p> <p>One recent example of enhancing communication with another student service department in order to better serve students is how we created an MS Teams group chat process between counselors and financial aid. This new communication channel provides timely responses from financial aid in order to support students.</p>
---	--

1.1c Description

The Counseling Department is at the core of a series of Student Services programs and an essential part of the college community and mission. The Counseling program assists students in academic, career and personal endeavors in accordance with Title 3 Division 5, Section 62620 of the Post Secondary Education Code and Title 5 Section 51018 which requires that all California Community Colleges offer counseling services for their students. Counseling is an integral, complementary part of the instructional process facilitating educational equity and retention.

Counseling faculty assist current and prospective students in gaining educational and career information while enhancing self-understanding in order to promote effective decision making. Counseling faculty encourage students to develop personal responsibility in order to achieve their goals and aspirations benefiting themselves, the college and the community. Service to students is provided through drop-in counseling and appointments in various modalities: in-person, phone, and Zoom conferencing. We offer group workshops, orientations, and courses also in-person and online. We added Chat during the pandemic and continue to also offer Ask A Counselor email service. Additionally, we offer instructional classes in Counseling (college success and career development) and in our Human Services Certificate and Major Programs.

Counseling faculty are critical to the effectiveness of many Student Services programs including the Transfer Center, High School Outreach, the Puente Project, UMOJA, APASS, CalWORKS, EOPS, Lanzamiento, STEM Avanzando Learning Community, the ESL and College Skills departments, Career Development, Veteran Services, Financial Aid, and Athletics. The Counseling Department continues to provide support and leadership to the First Year Experience Program, Learning Communities, the Piner High School Early College Program, HOPE Trio Program, and the Southwest Center. Additionally, counselors actively participate on a variety of district-wide committees such as the Academic Senate, the Majors Review Committee, EPCC, IPC, the Curriculum Committee and ISSC (Integrated Student Success Committee).

The Counseling Department provides college information to every high school in the county and hosts workshops for high school counselors.

The Counseling Department participates in college nights at district high schools and outside Sonoma county by invitation.

Majors:

The Counseling Department offers two majors: Human Services with emphasis in Addiction Studies and Human Services with emphasis in Advocacy. The Human Services Addiction Studies major was developed in response to community need for a program that would address the academic need for certified alcohol and drug counselors. Our program currently meets the accreditation criteria for CAADE (California Association for Alcohol and Drug Educators).

Certificates:

The Counseling Department currently offers two certificates: Human Services with emphasis in Addiction Studies and Human Services with emphasis in Advocacy.

1.1d Hours of Office Operation and Service by Location

In-Person Hours Pre-Pandemic:

Santa Rosa Counseling Department: Monday, Tuesday, Thursday 8am - 5pm; Wednesdays 8am - 7pm; Friday 8am-3pm

Petaluma Counseling Department: Monday, 8am - 5pm; Tuesday/Wednesday 9am - 7pm; Thursday 8am-5pm; Friday 9am - 1pm

Transfer Center Counseling hours (currently during pandemic): Mondays - Thursday, 8am - 5pm; Friday, 8am - 12noon

Southwest Center Counseling hours in 2019:: Monday, Tuesday, 10-7, W, 9-5, TH, 9-2 (Varied in pandemic)

Southwest Center Counseling hours planned for Fall 2022: Monday 10-7; Tuesday 10-7 ; Wednesday 10-7; Thursday 10-12; Friday 10-12

Career Hub (currently during pandemic): Hours vary by semester

During the Pandemic Remote situation, the Santa Rosa and Petaluma locations merged scheduling in order to best serve students. We operated on one SARS scheduling GRID and provided one set of remote hours:

Monday 9:00am - 5:00pm

Tuesday 9:00am - 5:00pm (8-9am & 5-7pm by appointment only)

Wednesday 9:00am - 5:00pm (8-9am & 5-7pm by appointment only)

Thursday 9:00am - 5:00pm

Friday 9:00am - 3:00pm

As in-person counseling was permitted, each location created a limited, by appointment-only schedule that varied per semester.

Both Campuses are closed on Fridays during the summer.

Hours of operation may vary pending coverage by both administrative staff and counselor availability.

1.2 Program/Unit Context and Environmental Scan

All changes that occur to academic programs (CE and transfer) and transfer regulations affect the Counseling Department. Counseling faculty must be up to date on all programs across the district in order to best serve and support students. We must create accurate and consistent education plans and must provide accurate and consistent information about transfer and career opportunities. As a result, we must adapt every minute to all changes. We assign

counselors to specific programs as liaisons in order to have access to updated information as soon as possible and in order to provide consultation to programs about issues that program changes have on students. In this way, we advocate for our students and ensure catalog rights and other academic regulations are followed.

Most recently, new mandates from AB 705 that are requiring CA community colleges to no longer offer pre-transfer math and English courses is impacting skill-building opportunities for all students. The effect is beyond just the math and English course level. Other disciplines that require math and English pre-requisites are affected as well as SRJC programs that require math as part of the admissions process. There is confusion and uncertainty across the district and the state. As a result, counselors are left not being able to best assist students with all the information they need right now to create accurate education plans.

The department has agreed to engage in advocacy efforts at the system level. This change has also affected how we support students. We must spend more time helping students understand and access the resources they need to succeed since the college will not be offering the full range of curriculum needed by the community.

Another impact affecting the department is the transition back to campus. As we will be back at our various locations, we also need to determine how much time of online services to allocate to students who still need and want remote services. The pandemic has changed our world and our communities. How people view work, education, and living situations has shifted in many cases. People are moving to more affordable counties or states, and some wish to still access education from wherever they are. We anticipate the need to make adjustments of how and when we deliver our services to meet student needs and demands.

2.1a Budget Needs

Areas of Need in rank order:

1. Adjunct counseling budget: continues to decrease as we experience reductions to the general counseling budget in addition to cuts in categorical funding. The rising cost of salaries allows affects the budget for adjunct load.
2. Training/Professional Development (Conferences, Workshops, etc): Need budget to allow more counselors (including adjunct) to attend essential annual conferences and workshops

The need for adjunct counseling and professional development is ongoing.

Rationale:

In addition to providing comprehensive counseling services, counselors provide a big picture, multi-disciplinary perspective across campus projects, curriculum, programs, and more. They also support academic programs across the district and participate in outreach in our communities. As counselors are pulled in many directions, the adjunct counselors play a vital role in supporting the department to ensure we provide continuous services to the students walking through our doors. They also help provide continuous counseling services as not all of our retirements are not replaced.

The Counseling department develops and provides programs and services that support student success. Counselors must acquire and maintain a broad knowledge base of SRJC academic programs and student services, transfer information for CA, private, and out of state universities, and a variety of internal and external support resources. In addition, counselors must stay abreast of legislative initiatives that shape a student's college experience.

Due to the ever-changing nature of the information with which counselors must stay current, they need ongoing training and professional development in order to provide the highest quality of services to students and the most accurate information to the broader campus community. This body of knowledge is dependent on local training and attendance to conferences and workshops pertaining to transfer, innovative program development, as well as career and workforce development trends. These are essential in performing the responsibilities of an effective counselor. This need extends to our adjunct professionals.

The department/district needs to support a robust budget to maintain a consistent and competent adjunct pool and provide ongoing training opportunities.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
------	----------	----	---	--------	-----------------

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II, Petaluma	40.00	12.00	Coordinate the daily activities for the offices of Counseling, Transfer Center, Puente, EOPS and to a lesser degree Financial Aid, and Career Hub (Work Experience, Career Services and Student Employment). Manage the budget and scheduling process for Counseling, Transfer Center and Puente including District and SEA funding. Answer general questions for students and provide bilingual support for the ESL students. In addition, provides referrals to SRJC programs as needed for both students and prospective students. Responsible for student workers including, but no limited to recruiting, interviewing, training specific to the policies/procedures and the work of the Counseling Suite, scheduling hours, and payroll. Liaison of the SARS Anywhere Scheduling Program for the Petaluma Campus.
Administrative Assistant III, Santa Rosa	40.00	12.00	Coordination and monitoring of Counseling Faculty schedules, absences and assignments, counseling curriculum and counseling budget. Counseling (allied component) Department data collection and reporting, technology liaison to both the vendor and other departments regarding SARS program and data collection, supervision of student workers, daily monitoring of drop-in list, information and referral services to srtudents (gateway position).
Student Success Specialist I	40.00	12.00	Assist with Counseling Faculty schedules, absences and assignments. Counseling (allied component) Department data collection and reporting, assists as technology liaison to both the vendor and other departments regarding SARS program and data collection, supervision of student workers, daily monitoring of drop-in list, information and referral services to students (gateway position). Maintains daily monitoring and changing of information on department website. Responsible for probation/dismissal student notifications and follow-up.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Senior Dean, Counseling and Student Success	40.00	12.00	Manages and supervises a wide array of services including District Student Equity and Achievement Program, Counseling, Assessment/Welcome and Connect Center, Puente, APASS, UMOJA, Articulation, and the Transfer Center.
Executive Dean, SRJCPetaluma	40.00	12.00	Oversee the organization, delivery, supervision, fiscal management and evaluation of academic programs, student support services, facilities operations, and associated planning functions for the Santa Rosa Junior College, Petaluma Campus; provide District leadership for Student Success efforts; supervise and evaluate the performance of assigned faculty, classified professionals and managers.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Worker, Remote: Santa Rosa and Petaluma	5.00	12.00	Provide accurate information to students and the general public about counseling services. Assist students with the initial matriculations steps of application, assessment, orientation. Answer a high volume of phone calls and in person requests to see a counselor. Provide data entry, schedule student appointments, field questions and transfer to departments across campus.

2.2d Adequacy and Effectiveness of Staffing

During our remote operations (2020-2022), the Counseling Department has had minimal STNC/Student Worker administrative support. We went from 4 positions of about 70 hours per week of support in Santa Rosa and 3-4 positions of about 36 hours per week of support in Petaluma to 5 hours a week for both locations (Santa Rosa and Petaluma). This has impacted the ability to answer more phone lines and led to student frustration. We need to increase the student worker hours to increase student access to counseling.

Below is an outline of needs based on our pre-pandemic office operations. We anticipate the need to remain when we are back in person:

The Counseling Department in Santa Rosa continues to need a dedicated administrative staff person to be the first contact at the Counseling front desk. The lack of 100% front desk coverage significantly impacts our ability to manage counseling schedules and meet the daily needs of the department such as probation/dismissal follow up, student success coach training and supervision, scheduling of appointments and other SSSP mandates. These, along with other increased responsibilities such as managing the data collection in SARS, fall on the current

administrative assistants. Administrative assistants are also responsible for managing the counseling front desk at both locations and supervising student workers on top of their daily duties. As our student worker budget has decreased, the administrative assistants have to forego their daily duties to staff the counseling front desk at both the SR and Petaluma locations.

In fall 2018, the Administrative Assistant III for Counseling Department left SRJC. In light of the current budget environment, this district-funded position was reorganized. The Senior Dean of Counseling and Student Success has worked with faculty and staff to come up with a plan to redistribute duties among several other staff members. We request for additional administrative assistance to Counseling and Student Success in the future.

Petaluma

The Counseling Department in Petaluma has only one administrative staff position.

Of particular importance is that both the Santa Rosa and Petaluma departments' service delivery are gravely affected when administrative staff are out due to illness or other commitments without adequate back-up. This significantly impacts the ability to serve students and staff. An AAI position continues to be requested to support the counseling function at the Santa Rosa and Petaluma campus (one at each location for two total).

Student workers are not a sustainable option. The first point of contact for the counseling front desk should not be a revolving door of student workers but instead a consistent classified staff person that can triage, trouble-shoot, and support students in a professional and timely manner.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Santa Rosa	01	02		AA I Counsel. Dept, Santa Rosa	Classified
0002	Petaluma	01	02		AA I Counsel. Dept, Petaluma	Classified

2.3a Current Contract Faculty Positions

Position	Description
Counselor	Generalist, HOPE Trio, reduced load
Counselor	Generalist, Chair, Petaluma
Counselor	Generalist, 50% Athletics
Counselor	Generalist, Transfer Center Director/Counselor
Counselor	Generalist, ESL
Counselor	Generalist, 10% College Skills
Counselor	Generalist, 50% 2nd Chance, 50% MESA
Counselor	Generalist, Piner Early Magnet Liaison
Counselor	Generalist, 100% CalWORKs/EOPS
Counselor	Generalist, 50% APASS
Counselor	Generalist, Petaluma, 50% EOPS
Counselor	Generalist, Petaluma
Counselor	Generalist, Veterans, 100%
Counselor	Generalist, 50% Puente SR
Counselor	Generalist, Petaluma, 50% Puente
Counselor	Generalist, Ancillary Chair, Santa Rosa
Counselor	Generalist, Financial Aid liaison
Counselor	Generalist, 50% UMOJA
Counselor	Generalist, Ag/Natural Resources, Public Safety
Counselor	Generalist, Southwest Center
Counselor	Generalist, 50% Athletics
Counselor	Generalist, International Students
Counselor	Generalist, International Students
Counselor	Generalist, Transer Center counselor
Counselor	Generalist, Southwest Center
Counselor	Generalist, CE Strong Workforce
Counselor	Generalist, 100% EOPS
Counselor	Generalist, 100% EOPS

Position	Description
Counselor	Generalist, Petaluma, Bilingual Spanish
Counselor	Generalist, CE Strong Workforce (resigned Fall 2021)

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Counseling (Allied and Instructional)	25.5000	81.7800	5.6800	18.2100	<p>The Counseling Department Core Data reports FTE that is a reflection of allied counseling load and instructional load combined. The Counseling Department does not have any faculty who are employed as 100% instructional faculty. All of the courses offered are taught by adjunct faculty or full-time counselors teaching overload classes or as part of their regular load. The percentage of teaching inload versus overload for full-time counselors and the ratio of adjunct to full-time counselors changes each term.</p> <p>Additionally, as course reductions occur, per AFA contract, adjunct faculty will fall out of our pool. Our adjunct faculty numbers have and will continue to decrease as some of our seasoned adjunct counselors find full-time employment at other schools.</p>

2.3c Faculty Within Retirement Range

The Counseling Department currently has 29 fulltime contract faculty (most have responsibilities to other programs). This number reflects two full-time EOPS counselors. One counselor resigned in Fall 2021 which brought our number down to 29 total counselors.

One fulltime counselor is retiring Spring 2022.

The Department anticipates the possible retirement of one full-time counselor within the next couple years. At the time of retirement, a replacement will be needed in order to adequately serve the populations for which the position is responsible.

Two new positions will begin Fall 2022:

General Counselor, HUSV/Second Chance/IGNITE

General Counselor, Retention & Engagement

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Faculty Staffing Request Narratives: Counselor Generalist

#1 - Counselor Generalist, Career Counseling

Criterion #1: Discipline/Department/Program Needs:

The Counseling Department has never had a full-time Career Counselor. While most Counselors have some training or background in career counseling, there hasn't been a position that is 100% dedicated to this area of student need. Over the past years, the department has offered limited hours 1-2 times per week of career counseling, only at the Santa Rosa Campus. More recently, some hours are offered via the Career Hub. There are no hours offered at the Petaluma Campus.

Criterion #2: Student & Staffing Needs:

Most college students start their education undecided and/or change their majors multiple times. This is normal part of student development. The first step in creating an education plan requires identifying a goal. Career counseling is typically a longer process that requires multiple counseling sessions. In addition, a structured program that all students can easily

follow upon starting at SRJC needs to be developed. Other community colleges and universities have full-time career counselors to meet the student needs and demands for this guidance.

Criterion #3: Student Equity Needs:

Not all students have had access to career development resources. Additionally, not all high schools offer a career development program. We need to close this equity gap in providing students with counseling and resources to assist them in career exploration and decision-making which ultimately will lead to developing educational goals and specific, concrete plans. Students will be able to finish their education in a more timely manner if they know what they are working toward and know how to get there.

Criterion #4: District, State, and Societal Priorities:

Offering an intentional career counseling services program and dedicated career counselor will increase students' goal formation and attainment. Retention and completion will also naturally increase. One of the number one reasons students become unmotivated and end up on probation or dismissal is the lack of a career and educational goal. Decreasing time to graduation and transfer due to goal formation and effective educational planning will produce productive citizens in our communities at higher rate.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	ALL	01	02	Counselor Generalist, Career Counseling	<p>Many statewide and district initiatives revolve around supporting students identifying goals in a shorter period of time and promote decreasing time to graduation. One of the core reasons students struggle with choosing a major and reaching their goals is due to being undecided on a career path. A dedicated Career Counselor would offer individual counseling that students need and contribute to sooner student goal identification and attainment.</p>

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Non-Instructional Equipment/Technology Request Rationale (ITG):

As the district returns to in-person services after the pandemic, counseling services need to consider the more confined environment in which it works with students in small individual offices with no windows. The nature of the counseling position requires looking over information on a computer screen and collaborating in the creation of education plans. This does not lend itself to proper social distancing (regardless if there are such rules per pandemic). One strategy to mitigate this is setting up the counselor work-stations so that there are second computer monitors that can swivel to the student on the other side of the desk. These are needed at all locations that counselors provide services: Santa Rosa, Southwest Center, and Petaluma (ITG request submitted separately in Petaluma PRPP).

Counseling will continue to provide remote services in all modalities including video conferencing. All computers must have video capability with either all-in-one computers or added webcams.

Instructional Software Request Rationale (IELM):

The Human Service program is accredited by California Association of Drug/Alcohol Educators (CAADE), our practicum course HUSV 88 and curriculum is reviewed and approved by this governing body. Students need knowledge and training in Motivational Interviewing (MI) to be competent in the profession. This software will be used by students to learn the basic techniques of MI. Each of the 5 classes are 2 hours in length, and can not be shortened. They are very well designed, with scenarios and case studies throughout. At the end of each 'class', students take a test, can't move forward without passing the test with 80% accuracy. They receive a certificate of completion and upload it into CANVAS as proof of completion.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
------	----------	----	---	------------------	-----	-----------	------------	-----------	------------	---------

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	04	07	Second computer monitor	6	\$300.00	\$1,800.00	Andrea Alvarado	Counseling Department	Andrea Alvarado
0001	Other	04	07	Second computer monitor for Southwest Center(SWC)	1	\$300.00	\$300.00	Andrea Alvarado	Counseling Department - SWC	Andrea Alvarado
0001	Other	04	07	Computer monitor arm/stand that swivels (SWC)	1	\$200.00	\$200.00	Andrea Alvarado	Counseling Department - SWC	Andrea Alvarado
0001	Santa Rosa	04	07	Computer monitor arm/stand that swivels	6	\$200.00	\$1,200.00	Andrea Alvarado	Counseling Department	Andrea Alvarado
0002	Santa Rosa	04	07	Webcam	1	\$50.00	\$50.00	Andrea Alvarado	Counseling Department	Andrea Alvarado

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Santa Rosa	01	01	Motivational Interviewing training modules for practicum course in Human Services. 26-50 users	1	\$3,250.00	\$0.00	Lauralyn Larsen	CANVAS	Lauralyn Larsen

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Petaluma	06	02	Urgent	Kathleen Doyle Hall	PC 216	\$0.00	The Petaluma Counseling Department has been requesting a sink & running water to be added to their kitchen area. There is no running water currently in the kitchenette area and this was a serious oversight when that space was designed. People using that space have to leave the office area if they want to wash their hands (health and safety) and keep the area clean. Now, with COVID-19, it is more imperative faculty and staff be able to wash their hands within the office. They have constant close contact with students and it is not reasonable to require they walk to another building to wash their hands or dishes.
0002	Santa Rosa	06	02	Urgent	Bertolini	2nd Floor Counseling Kitchen	\$0.00	The kitchen and breakroom area in Counseling department needs to be updated to allow for multiple people to use at the same time and better connection with the adjacent breakroom

2.5b Analysis of Existing Facilities

The current existing facilities for each location is as follows:

Santa Rosa

The facilities are mostly sufficient.

Petaluma

The Counseling office has a lack of running water in the kitchen area. Staff must wash dishes and hands in a completely separate building. In light of current pandemic circumstances, staff cannot wash their hands frequently as that would be a disruption to providing services. **This is a health and safety issue that needs to be addressed.**

Southwest Center

The facilities at this location are in poor condition. In addition, the location is not a safe environment. The fact that this environment is reserved for our ESL population contributes to the disparity this population experiences. The district needs to address this location for safety reasons and out of respect for our non-English speaking populations.

3.1 Develop Financial Resources

Departments that apply for grants generally add some section in their proposal to include counseling services. The Counseling Department seeks to be involved in any grant writing opportunity that requests counseling services to assure financial resources are written into the grant desiring counseling participation. This has not always been the case in the past, such as the HOPE Trio Program, and the Counseling Department has had to provide counseling services given it was written into the grant.

The department regularly manages its course offerings and strives to be efficient. However, it must be noted that some of our course are linked to learning communities and this link affects our course limit. Examples include learning communities with a linked English class. English enrollments are set at 30.

With the exception of specialized classes, the Counseling Department maintains healthy enrollments.

3.2 Serve our Diverse Communities

The Counseling Department has been instrumental in addressing the needs of our student diversity by hiring faculty who are bilingual. Almost half of our full time counselors are bilingual. We hired a bilingual in Spanish Counselor for the Petaluma Campus that began in Fall 2020 to fill in a gap left due a retirement a couple years prior. We make every attempt to ensure we have a Spanish bilingual counselor during open office hours.

Additionally, our growing International Student Program would certainly benefit from a mandarin speaking counselor. We have not been able to succeed in hiring either a fulltime or adjunct mandarin speaking counselor.

The department has responded to the need of providing bilingual services by advertising for bilingual positions. The department works closely with Human Resources to advertise as widely and as appropriately as possible. We regularly survey counseling colleagues for additional advertising venues. The program promotes sensitivity to diversity by providing trainings and by attending workshops and professional development activities. Various counselors also facilitate diversity workshops on campus and in the community.

The Counseling Department has been very active in learning communities targeted toward our Latino, Asian and Black communities. Additionally, the Counseling Department has offered a summer bridge program for our Native American students. The department has assigned counselors to coordinate services and classes as part of the Lanzamiento grant and the Avanzando STEM grant.

During this past year, our internal Equity Committee revised the departmental hiring procedure for regular full-time counseling faculty to ensure diverse representation in all hiring committees.

3.3 Cultivate a Healthy Organization

Classified staff members are encouraged to attend professional development activities offered through the Staff Development Office. Additionally, these individuals are supported to attend classes that support their work functions.

Faculty members participate in ongoing Professional Development through Transfer Conferences; Student Success Conferences; in addition to the flex activities offered by the District for all faculty.

Counseling faculty are regularly planning and engaging in department dialogue regarding DEI (Diversity, Equity, and Inclusion) issues. In the past two years, the department has hosted professional guest speakers to provide workshops on equity topics and open departmental discussion. Another topic has been Restorative Justice Practices.

3.4 Safety and Emergency Preparedness

We have established area safety leaders and have participated in stair chair training. We continue to work on developing a plan for preparedness so that faculty and staff are aware of responsibilities and reporting locations.

The Counseling Departments at both the SR and Petaluma location have developed common language to be used when working with disruptive students in our individual offices. This information needs to be reviewed regularly and is part of our Orientation and Procedures manual.

During the past two years, the Counseling Department has been working remotely with some limited in-person services during 2021-2022. The department has supported and funded staff and faculty requests for equipment needed at home in order to provide a safe and conducive working environment.

3.5 Establish a Culture of Sustainability

The department contributes to sustainable practices by creating electronic academic plans. Students are able to access these plans in their student portals negating the need to provide a printed plan.

Faculty are posting their course syllabus in their CANVAS account. Course syllabus are sent to students via the faculty portals which significantly reduces the need for paper copies.

Counselors submit course syllabus, schedule requests and instructional bid sheets to the department chair electronically. This information is kept in an electronic folder.

Counseling has shifted from providing a printed student guide to an online only student guide.

During the past two years of our remote operations, everything has been transitioned to electronic operations (that hadn't been already).

4.1a Course Student Learning Outcomes Assessment

The Counseling Department has been successful in updating its curriculum and creating SLOs for courses taught. All courses have identified instructors who are responsible for curriculum updates. There are various courses in the Human Services curriculum that are only taught by associate instructors. Although all courses are updated, some of these courses do not have an instructor responsible for monitoring curriculum. The curriculum for these courses is monitored by the department chair and HUSV program coordinator. The department seeks assistance from associate instructors to participate in SLO assessment for the few remaining courses that are taught by associates only. We are in the process of hiring a full-time counselor that will coordinate the HUSV program. Having such an anchor position will ensure more consistent and timely SLO assessments for HUSV curriculum.

All HUSV course SLOs assessments that have been completed to date indicate successful student learning comprehension. There was an initiative in Fall 2021 to become caught up with these assessments and we are reaching a higher percentage of SLO assessment completion. Discussion of SLO assessment results occurred during an HUSV faculty meeting during Spring 2022. The data reviewed will be used in future course development.

All counseling courses have also undergone student learning assessments. Some instructors have concluded that they need to revise the assessment tool in order to meet the learning outcome. In a few other situations, some instructors have found that they need to spend more time on content for better understanding of information. All Counseling course assessment results, including methods, analysis and changes have been posted online. Additionally, Counseling faculty have shared their reflections on their student learning assessments at department meetings.

During the 2021-2022 academic year, an effort to be most current on our SLO assessments was made. Our overall percentage of assessments completed is almost 78%. For Counseling classes, it's 86.11% and for Human Services classes it's 57.5%.

For Counseling classes, there are two classes that were not able to be assessed due to one not being offered and the other being only a summer class. There are plans for the summer class to have the SLOs assessed in Summer 2022.

Since HUSV classes are primarily taught by associates, the SLO assessment completion isn't as high but has improved significantly in this last year. With a permanent coordinator being hired for next year, we expect that number to keep increasing.

4.1b Program Student Learning Outcomes Assessment

The Counseling Department Service Area Outcomes are assessed on a regular basis. The Department meets on a weekly basis to discuss counseling service delivery, assess what's

working and what could be improved. These discussions and recommendations are documented in the meeting minutes. The department works closely with instructional faculty and programs, IT, and other Student Services to regularly monitor and make adjustments to our service delivery in ways that enhance and support student access and success.

In Fall 2021, the Counseling Department created and sent out a student survey to assess the department's attention to student equity needs and program SALOs. SALO assessments were entered into the formal district database in Fall 2021. The results have been shared with the department and will be further analyzed by the Equity Committee. Recommendations for departmental/program improvement will be brought to a future department meeting.

The Counseling Department offers two associate degree majors and certificates in Human Services: Addiction Studies and Human Services: Advocacy. Project Learn has reviewed and approved the program learning outcomes for Human Services. With the new HUSV full-time position starting in Fall 2022, program SLOs will be reviewed and assessed on a regular basis. The HUSV programs are up for their 6-year review in 2022-23 year; therefore, the program SLOs will be reviewed at that time.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Course	Coun 10 Student Success, Fir	Fall 2013	Fall 2013	N/A
Course	Coun 20, Sex and Gender	Fall 2014	Fall 2014	N/A
Course	Coun 53 Coll. Survival Techni	Spring 2015	Spring 2015	N/A
Course	Coun 56 Take Charge of Learni	Summer 2015	Summer 2015	N/A
Course	Coun 60: Effective Study Works	Spring 2015	Spring 2015	N/A
Course	Coun 62 Intro to Career Dev.	Spring 2015	Spring 2015	N/A
Course	Coun 162.1 Job Search and Ret	Fall 2014	Fall 2014	N/A
Course	Coun 74 Identity and Cultural	Spring 2015	Spring 2015	N/A
Course	Coun 80 Under Transfer Process	Fall 2014	Fall 2014	N/A
Course	Coun 87 Ethical Issues in Huma	Fall 2014	Fall 2014	N/A
Course	Coun 90 Intro to Human Service	Fall 2014	Fall 2014	N/A
Course	Coun 91 Skills and Techniques	Fall 2014	Fall 2014	N/A
Course	Coun 92 Intro to Group Coun	Spring 2014	Spring 2014	N/A
Course	Coun 93 Case Management	Fall 2014	Fall 2014	N/A
Course	Coun 94 Crisis Counseling	Spring 2015	Spring 2015	N/A
Course	Coun 95 Advocate Training	Spring 2015	Spring 2015	N/A
Course	Coun 96 Disability and Society	Fall 2015	Fall 2015	N/A
Course	Coun 98 Indep Study	Fall 2015	Fall 2015	N/A
Course	Coun 355 Coll Prep Skills	Spring 2015	Spring 2015	N/A
Course	Coun 270 Intro to College	Summer 2015	Summer 2015	N/A
Course	AODS 90	Spring 2015	Spring 2015	N/A
Course	AODS 91	Spring 2015	Spring 2015	N/A
Course	AODS 92 Pharmacology	Fall 2012	Fall 2012	N/A
Course	AODS 93	Fall 2014	Fall 2014	N/A
Certificate/Major	Human Serv: Advocacy	N/A	N/A	N/A
Certificate/Major	Human Serv: Alcohol	N/A	N/A	N/A
Service/Program	Counseling Service	Spring 2014	Spring 2014	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
COUN 10		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUN 162.1		X	X	X	X	X	X	X		X	X	X				X
COUN 20		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUN 270		X		X	X	X	X	X		X	X	X				
COUN 53		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUN 6		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
COUN 60		X	X	X	X	X	X	X	X	X	X			X		
COUN 7		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 80		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 81		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 82		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 83		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 87		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 88		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 90		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 91		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 92		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 93		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 95		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
HUSV 96		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

With the exception of performing mathematical operations, the Counseling Department curriculum addresses a majority of the institutional learning outcomes.

5.0 Performance Measures

For this section, the performance measure will be based on new students with educational plan versus those who do not have an educational plan. The data confirms that meeting with a counselor consistently and significantly improves student persistence and reduces the time to degree.

- Persistence rates of new students who have an educational plan is consistently higher from fall to spring, fall to fall and fall to fall to fall.
- Persistence rates of new students who have an educational plan is consistently higher from fall to spring, fall to fall and fall to fall to fall
- Time to degree below with an ed plan stats continue to demonstrate the benefits to working with a counselor versus those that do not meet with a counselor

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The Counseling Department offers coursework in a variety of formats and makes every attempt to create a balanced class schedule that provides convenient access to students in addition to being efficiently enrolled. The Counseling Department has an on-going planning group charged with developing the class schedule for each term. The group members review enrollment patterns, ensure distribution of classes throughout the week and align course offerings with institutional initiatives and priorities. Courses are offered throughout the week, online and include Fridays and Saturdays.

The Counseling Department established the Human Services major and certificate program in Fall 1991. The program has state wide recognition and a very active and supportive community advisory council. This demand is supported by the fact that all drug and alcohol counselors are now required to be certified. SRJC's program meets the academic training component required by the California Association for Alcohol/Drug Educators (CAADE).

In addition to the Human Services major and certificate the Counseling Department offers coursework (Counseling 10) designed to address the needs of first year students and meet the intent of the California Community College's Basic Skills Initiative and the recommendations of the Student Success Act. These innovative efforts have resulted in significant FTE growth for the District in addition to increasing student retention rates and creating opportunities for student campus engagement and volunteerism in the community.

COUN 270 is offered as a comprehensive college orientation and provides students incentive to complete by providing priority registration. High school outreach is conducted to fill these classes and we often need to add more sections. During the pandemic that resulted in all

remote instructions, not all sections filled in Spring 2021 due to issues such as Zoom fatigue and other issues related to the pandemic. Enrollment in Spring 2022 has improved.

The course offerings are scheduled at both the Petaluma Campus and the Santa Rosa Campus and online.

We have expanded our curricular offerings at the adult detention facilities for both men and women.

Comparison of data from Fall 2019/Spring 2020 to Fall 2020/Spring 2021:

Across the district, our course headcount in Counseling and Human Services classes combined, we had a drop of 6.6% in headcount. The Petaluma Campus saw a small increase in headcount.

Enrollment within the CA community college system has overall seen a decrease in the last 3 years due to the global pandemic, and the decrease shown in our classes is reflection of that environmental impact. Despite the overall decrease, the majority of our sections have reached the minimum headcount required to stay on the schedule of classes.

5.2a Enrollment Efficiency

The department's enrollment efficiency overall across the district and combining COUN and HUSV/AODS courses has been increasing or holding steady in the last few years. In Fall 2020 there was a decrease from Fall 2019 which can be attributed to the pandemic; however, the percentage is near 85%. Data for HUSV courses has not been provided. AODS was converted to HUSV during a curriculum update.

It must be noted that enrollment efficiency in COUN classes can be affected by the offering of several courses targeted towards specific populations, EOPS summer readiness, Learning Communities (Puente, Umoja and APASS) and International Students. Learning community counseling classes are set to the enrollment limit of the English class. English class limites are set to 25 or 30 while counseling classes are set to 35. When a counseling class is linked to an English class due to being part of a learning community, it decreases our efficiency numbers. .

5.2b Average Class Size

Overall, the average class size of all courses and across the district is between 28-35 and has been holding steady when looking from Fall to Fall and Spring to Spring.

There were some increases from Summer 2019 to Summer 2020 and Spring 2020 to Spring 2021. A reduction in sections is likely a result of higher headcount.

For COUN classes that are tied to Learning Communities are bound to the class size of the connected classes (such as English which may have lower class size limits).

Some of the HUSV classes have a lower class size limit due to pedagogical reasons that are related to skill building in the social service industry.

HUSV course information was not included in district data.

5.3 Instructional Productivity

The Counseling Department does not have any fulltime *instructional* faculty. A majority of courses are taught overload and/or hourly basis. All courses are taught by associates or a small percentage of fulltime counselors as part of their counseling load. Some of the numbers reflect that our department offers courses that are part of learning communities, grant/categorical projects.

The HUSV courses are taught primarily by associates. No HUSV data was provided for the last academic year to provide analysis in the report.

For COUN courses, the instructional productivity numbers for all locations dropped from Spring 2019-Spring 2020 (17.67-16.08) but then rose in Spring 2021 (16.74). They dropped from Fall 2019-Fall 2020 (16.93-14.72) and then rose back up in Fall 2021 (16.05).

These instructional productivity numbers are lower than 17.5 due to the counseling department not having any fulltime faculty that teach 100%.

5.4 Curriculum Currency

All counseling courses are current and up to date on the curriculum review cycle.

5.5 Successful Program Completion

Our courses are sequenced so a full-time student can complete the certificate/major courses in two years. Our introductory courses are offered in both Fall and Spring to enable a student to begin the program in either term. Other specialized courses are offered in alternating semesters to ensure full enrollment and vitality of program.

Our faculty program coordinator and practicum faculty assists student in registering for certification with CAADE during the program. Students can begin collecting hours towards certification at the start of the program.

Our faculty program coordinator works directly with students to review education plan and ensure on track for completion.

This year we have a significant increase in degree and certificate awards. In the 2020/21 year we awarded 3 certificates and 8 degrees, this year (2021/22) we have 16 certificates and 13 degrees being awarded. This increase could be attributed to COVID-19 and students delaying completion until classes were in-person. The increase could also be the changes in our program curriculum which went into effect Fall 2020 decreasing units to certificate/degree. The graduates this year have straddled the two catalog years and been able to use the catalog best suited for the courses they completed.

Students have a near 100% job placement rate following completion of our certificate. There are more jobs open than qualified applicants to fill within Human Services. The outlook looks very good for continued job placement.

Quick Facts: Social and Human Service Assistants	
<u>2021 Median Pay</u>	\$37,610 per year \$18.08 per hour
<u>Typical Entry-Level Education</u>	High school diploma or equivalent
<u>Work Experience in a Related Occupation</u>	None
<u>On-the-job Training</u>	Short-term on-the-job training
<u>Number of Jobs, 2020</u>	417,600
<u>Job Outlook, 2020-30</u>	17% (Much faster than average)
<u>Employment Change, 2020-30</u>	69,500

Source: <https://www.bls.gov/ooh/community-and-social-service/social-and-human-service-assistants.htm>

5.6 Student Success

The successful course completion and retention rates for counseling courses are higher than the district average. Counseling courses are primarily taught on an hourly basis by either FT teaching overload and adjunct. Counseling does not have any fulltime instructional faculty. HUSV data was not provided for most recent year.

Retention Rates for all COUN Courses and Locations:

Spring 2021: 83.8% (District: 76.8%)

Fall 2021: 75.2% (District: 74%)

Successful Course Completion Rates for COUN Courses and Locations:

Spring 2021: 82.7% (District: 74%)

Fall 2021: 71.7% (District: 70.8%)

Average GPA for all COUN Courses and Locations:

Spring 2021: 2.51 (District: 2.85)

Fall 2021: 2.85 (District 2.74)

In the last year of data collected, the average GPA is higher for COUN classes in Fall than the District and lower in Spring.

5.7 Student Access

The Counseling Department has always been committed to appreciating and fostering diversity in its curriculum and has attempted to serve the historically underrepresented students whenever possible. Both Counseling and Human Services courses by the nature of the disciplines serve underrepresented groups. Counseling classes are intended to build skills for students to be successful in college. With Counselors teaching these classes, outreach occurs in the counseling offices, at the high schools, and in the community. Counselors have a focus on retention in and out of the classroom as well. Human Services courses prepare students for directly entry into the workforce in social service capacities and attract students who have themselves been served

in these environments. Underrepresented populations, various ethnic backgrounds and lower socioeconomic groups are all represented in both disciplines.

Ethnicities in COUN classes:

In the last 4 academic years, the percentages for the highest two groups hovered around:

50% Hispanic

30% White

Ethnicities in HUSV classes:

In the last 3 years, the percentages for the highest two groups hovered around:

50% White

30% Hispanic

Gender in COUN classes:

In the last 4 academic years, the range of the female student population has been 55.5% to 59.7%; and the range for males has been 38.9% to 42.7%.

Gender in AODS classes (HUSV data was not provided for this academic year):

In the years 2018 to 2021, the range of the female student population has been 61.8% to 75.2%; and the range for males has been 22.8% to 34.5%. The jump to 75% for females was for just one term in 2021.

Age in COUN classes:

The highest student numbers are in the 0-18 and 19-20 year olds in large part due to the many sections of Coun 270 that we teach that are targeted to high school seniors that are incoming freshman. The next highest range is 21-25 year olds. We teach sections of First Year Experience, College Success, and Career Exploration which many younger students are drawn to and select.

Age in AODS classes:

The highest student numbers are in the 21-30 year olds. The next highest ranges are 36-40 and 41-45 which reflect the re-entry population that is attracted to the AODS/HUSV program.

Overall average district data for all disciplines was not found in order to provide a comparison.

5.8 Curriculum Offered Within Reasonable Time Frame

The Counseling Department offers all courses within a reasonable time frame and has already inactivated courses that will no longer be offered. Some Human Services courses are on rotation.

5.9a Curriculum Responsiveness

The Counseling Department does not intend to engage in any new directions for our curriculum. We have pursued changing some of our courses from being only CSU transferable to also UC transferable. We have succeeded in doing this for three academic classes. Curriculum follows the CSU and UC (and GE where appropriate) guidelines for transfer.

We'd like to offer more Counseling 80: Understanding Transfer courses and require that it be taken by all students who intend to transfer. This will align with the college's mission as it pertains to transfer.

We add more COUN 270: Introduction to College classes when a need is demonstrated with sections filling. We work closely with high school outreach to monitor the fill rate.

We offer sections of Coun 6, 10, and 60 to be part of new learning communities. We also partner with dual enrollment to offer sections that are targeted to high school students.

We have offered Coun 60 in the jail as part of the IGNITE program and will be offering HUSV 80 in Fall 2022.

Human Services CE:

The Human Services program has an active advisory committee consisting of members from a wide range of service providers: alcohol and drug, domestic violence, children, homelessness, seniors, immigration, Indian health, developmental disabilities, employment, and advocacy. Our attendance at the meetings has been approximately 10-15 participants. We have one associate faculty that has attended our advisory meetings regularly that also represents one of our industry partners. We are proud of the diversity in our advisory committee members and across the discipline as previously mentioned.

At our advisory committee meetings we include an open forum to gather feedback on how our students are doing in their internships and job placements post-graduation. We share updates to curriculum and seek feedback on areas for improvement. Most recently, our advisory

committee asked we include more information on fentanyl overdoses and proper ASAM notation. We have added both of these topics into the curriculum across multiple classes.

The rate of relapse is at the highest our county has ever seen. Our advisory committee and faculty see this effecting our students who are in recovery and wanting to join the workforce. In response to this feedback we have developed a new certificate in Human Services: Foundations in Recovery and Academic Success, which is based on recovery theory to build students foundation around academic skills, recovery, and wellness. The new certificate if approved could provide a milestone for our new students as they begin their journey in college.

Due to COVID-19 the yearly conference for educators and professional put on by CAADE was canceled for 2020/2021 academic year. However, we have been approved to send three faculty members to the conference which will be held in September 2022. At this conference our faculty are able to hear what other colleges and industry are doing as well as participate in trainings on new evidence based practices in the field.

5.9b Alignment with High Schools (Tech-Prep ONLY)

Our program does not align with any high school preparation

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

The Counseling Department does not offer any transfer majors.

5.11a Labor Market Demand (Occupational Programs ONLY)

According to the California Employment Development Department there is projected to be 11.9% increase in jobs for substance abuse, behavioral disorder, and mental health counselors for Sonoma County over the next 10 years. There is currently 930 job openings in this occupational area in Sonoma County. The overall growth in CA is projected at 10.6% and the growth in the San Francisco Bay Area 12.5%.

According to the U.S. Bureau of Labor Statistics, Employment Projections program, employment of social and human service assistants is projected to grow 17 percent from 2020 to 2030, much faster than the average for all occupations across the U.S.

About 59,100 openings for social and human service assistants are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Unfortunately, Sonoma County has the sixth highest opioid-related overdose death in the state of CA. Our partners at the county informed us of this rise in numbers over the past year. All of our advisory members who are currently serving individuals around substance use disorder have described a shortage of qualified employees and a strong desire to hire our graduates upon completion. It is clear from the high numbers of overdoses and need for a workforce in Sonoma County, our students are highly sought after and will have no problem finding employment upon graduation.

Colleges in the area with similar programs are, Napa Valley Community College, who offers a certificate and associates degree in Human Services and Addiction Studies. Their program is approved by California Consortium of Addiction Programs & Professionals (CCAPP) & the California Association of DUI Treatment Programs (CADTP).

Mendocino College offers both a certificate and associates degree in Human Services and Alcohol and Other Drugs. Their program is not approved or accredited by any of the governing bodies.

Sources:

<https://www.labormarketinfo.edd.ca.gov/data/employment-projections.html>

<https://www.labormarketinfo.edd.ca.gov/Occguides/AllOccPrj.aspx?soccode=211093>

<https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?careerID=&menuChoice=&geogArea=0604000097&soccode=211093&search=Explore+Occupation>

U.S. Bureau of Labor Statistics, Employment Projections program

5.11b Academic Standards

The department regularly engages in discussions on academic standards as documented in department meeting minutes. As Counselors, we are aware of curriculum criteria required to meet CSU and UC requirements and incorporate these in counseling courses.

The Human Services program is accredited and instructors that teach in this program adhere to the approved curriculum and meet minimum qualifications set by the state. Faculty meeting on an as needed basis to share pedagogical and discipline related inquiry.

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0001	ALL	01	02	Establish ongoing process to examine and change departmental (and District where possible) policies/procedures that are outdated and inequitable.	<ul style="list-style-type: none"> oConduct comprehensive audit of procedures and practices at the Counseling department level and Counseling specific policies within the District board policies to identify barriers for students oDevelop and advocate for anti-racist modifications within the department and district. 	2021/2022 (ongoing)	Department developed an Equity Committee in Fall 2021 that will focus on these objectives on an ongoing basis. The committee has organized anti-racist trainings in Spring 2022 and updated the hiring procedures for regular full-time counseling faculty to ensure that there is diverse representation.
0002	ALL	01	02	Analyze and address 2020 student survey regarding students having difficulty accessing counseling services during the remote period.	<ul style="list-style-type: none"> Implement changes to improve access based on results. Examples could potentially be: o Revamp student appointment and drop-in services o Expand delivery formats 	2021/2022	Newly formed Equity Committee developed a student survey analyzing student needs and equity gaps. More appointment slots were added to the counselors' Spring 2022 schedule. More analysis needs to be done into the next academic year including discussion at larger departmental meeting.

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0003	ALL	01	01	Develop enhanced student intervention strategies for students on probation and create and implement online probation workshops	<p>Address success and retention issues and allow for greater attendance rates for having the workshop available online. Develop a process of how to reach out and follow up beyond the portal announcements for students that need support in understanding probation impacts on their college success. Connect students with the resources and services they need to be successful and reach their goals.</p> <p>Re-vamp probation letter to sent to students in order to set a more supportive tone and increase likelihood of connecting with students.</p>	2021/2022	<p>Online workshop developed and a system to track workshop completion. A system for follow up with students was not yet developed.</p> <p>A small workgroup was formed and new letters for students on probation and dismissal were developed that excuded a more supportive tone . While research and analysis has begun, more work needs to be done.</p> <p>Department was granted a full-time counseling position that will focus on retention. Hiring is currently in progress with the position beginning Fall 2022. These objectives have a higher chance of being met in the upcoming years.</p>

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0004	ALL	01	02	Improve communication to students regarding services, resources, and timely information.	<p>Enhance our modes of communication to students through the following:</p> <ul style="list-style-type: none"> -Outreach/inreach -Social media -Spanish-speaking resources/tools -Referrals to other student services/resources/programs such as LCs, tutoring, etc. -Include Counselor bios on our website so students can choose who they think they might connect best with. 	2021/2022	Referrals to LCs have increased as evidenced by the filling of programs. Workgroups need to continue into the upcoming years as we transition back to on campus.

6.2b PRPP Editor Feedback - Optional

—

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0001	ALL	01	02	Establish ongoing process to examine and change departmental (and District where possible) policies/procedures that are outdated and inequitable.	<ul style="list-style-type: none"> oConduct comprehensive audit of procedures and practices at the Counseling department level and Counseling specific policies within the District board policies to identify barriers for students oDevelop and advocate for anti-racist modifications within the department and district. 	2022/2023 (ongoing)	Equity Committee developed in Fall 2021 will continue to work on these efforts and seek and include departmental feedback.
0002	ALL	01	02	Analyze and address 2020 student survey regarding students having difficulty accessing counseling services during the remote period.	<p>Implement changes to improve access based on results. Examples could potentially be:</p> <ul style="list-style-type: none"> o Revamp student appointment and drop-in services o Expand delivery formats 	2022/2023	Equity Committee will continue to analyze the survey that was developed in Fall 2021 and propose new policies and practices as needed to increase student equity and success. Departmental meeting time to identify areas that need improvement within the counseling department.

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0003	ALL	01	01	Develop enhanced student intervention strategies for students on probation and create and implement online probation workshops	Address success and retention issues and allow for greater attendance rates for having the workshop available online. Develop a process of how to reach out and follow up beyond the portal announcements for students that need support in understanding probation impacts on their college success. Connect students with the resources and services they need to be successful and reach their goals.	2022/2023 (ongoing)	<p>Reassigned time and IT time to develop a system to track workshop completion and follow up with students that have not.</p> <p>Implement new online probation workshop developed last year.</p> <p>Probation workgroup time to develop student intervention strategies:</p> <p>A small workgroup has been created to develop new strategies in providing more intrusive outreach, support and counseling to students on probation 1 status as a preventative measure. Research and analysis has begun and this group will continue this work into the next academic year (2022-2023).</p> <p>New retention counselor position will begin Fall 2022; position will be involved in these efforts.</p>

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0004	ALL	01	02	Improve communication to students regarding services, resources, and timely information.	<p>Enhance our modes of communication to students through the following:</p> <ul style="list-style-type: none"> -Outreach/inreach -Social media -Spanish-speaking resources/tools & workshops -Referrals to other student services/resources/programs such as LCs, tutoring, etc. -Include Counselor bios on our website so students can choose who they think they might connect best with. 	2022/2023 (ongoing)	Continue workgroups for outreach/inreach; reassigned time to develop more communication and social media material and translate resources and workshops